

# Cover Note for COVID-19 Accelerated Funding Request

OVERVIEW		
Country:	Vanuatu	
Grant agent(s):	Save the Children	
Coordinating agency(ies):	DFAT	
Program name:	COVID-19 Vanuatu Accelerated Response	
COVID-19 Accelerated Funding amount requested:	1,000,000	
Agency fees amount (additional to COVID-19 Accelerated Funding amount requested): <sup>1</sup>	US\$70,000	
Agency fees as % of total COVID-19 Accelerated Funding requested:	7%	
COVID-19 Accelerated Funding application date:	5/11/2020	
Estimated COVID-19 Accelerated Funding program start date:	7/1/2020	
Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June <u>30</u> , 2021):	6/30/2021	
Expected submission date of completion report (At the latest 6 months after program closing date):	12/31/2021	
<b>Grant modality</b> - (please enter 'X')	<input type="checkbox"/>	Sector Pooled
	<input type="checkbox"/>	Project Pooled/ Co-financed
	<input checked="" type="checkbox"/>	Project/ Stand-alone

<sup>1</sup> General agency fees are additional to the Accelerated Funding amount requested, and determined by the grant agent's own internal regulations. They are paid to the agency's headquarters and relate to overhead costs and are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. These fees are pre-determined in the Financial Procedure Agreement (FPA) between the grant agent and the GPE Trustee.

### **Note to the user**

#### **Informing the Secretariat:**

→ Prior to submitting a COVID-19 Accelerated Funding application, the Government or the Coordinating Agency informs the Secretariat of the country's intention to apply and provides a timeline for the submission of their application to the GPE Secretariat.

#### **COVID-19 Accelerated Funding Guidelines:**

→ Applicants should read the [GPE Guidelines for COVID-19 Accelerated Funding Window](#), which explain the application development process, including timeline, and necessary steps. In case additional information is needed, the applicant can contact the Country Lead at the Secretariat.



# Government of Vanuatu

Ministry of Education and Training

## COVID-19 Accelerated Funding Program Document

Program name/s	1. COVID-19 Vanuatu Accelerated Resilience Program
Donor	Global Partnership for Education
Implementing agency	Ministry of Education and Training
Grant agent	Save the Children
Coordinating agency	Australian Department of Foreign Affairs and Trade

V8

## Contents

Table of tables.....	5
Table of figures.....	5
Acronyms and abbreviations .....	6
1.0 Introduction .....	7
2.0 Vanuatu context .....	8
3.0 COVID-19 Vanuatu Accelerated Response Program Design .....	11
3.1 Summary .....	11
3.2 Background and consultations.....	11
3.3 Objective, outcome and outputs .....	12
3.4 Program beneficiaries.....	12
3.5 Vulnerable populations .....	13
3.6 Results chain.....	13
3.7 Activities .....	16
Output 1.1 MoET has ECCE and primary home-school packages printed and pre-positioned for future school closures.....	16
Output 1.2 MoET has home-school broadcast lessons developed, pre-tested and approved for rapid use during future school closures.....	18
Output 1.3 MoET has home-schooling guidance for parents and caregivers printed and pre-positioned for future school closures.....	20
Output 1.4 Primary schools receive replenishment school grants.....	22
3.8 Budget.....	23
3.9 Monitoring, evaluation and learning from evidence .....	23
3.10 Results framework.....	26
3.11 Donor coordination and aid effectiveness .....	28
3.12 Implementation arrangements .....	29
3.13 Risks and mitigation.....	34
3.14 Safeguards .....	36
3.15 Implementation plan .....	38

## Table of tables

Table 1 Enrolment by sub-sector and authority, 2019 .....	8
Table 2 COVID-19 Program objective, outcome and outputs .....	12
Table 3 COVID-19 budget summary .....	23
Table 4 COVID-19 results framework.....	26
Table 5 Development partner contributions to COVID-19 Contingency Plan .....	28

## Table of figures

Figure 1 Map of Vanuatu.....	9
Figure 2 COVID-19 results chain .....	15
Figure 3 High risks matrix .....	34

## Acronyms and abbreviations

CDU	Curriculum Development Unit
CTB	Central Tenders Board
DFAT	Australia Department of Foreign Affairs and Trade
EC	Education Cluster
ECCE	Early childhood care and education
EOC	Emergency Operations Centre
GDP	Gross Domestic Product
GoV	Government of Vanuatu
GPE	Global Partnership for Education
LEG	Local Education Group
MEAL	Monitoring, evaluation, accountability and learning
MFAT	New Zealand Ministry of Foreign Affairs and Trade
MoET	Ministry of Education and Training
MFEM	Ministry of Finance and Economic Management
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
PILNA	Pacific Islands Literacy and Numeracy Assessment
PIM	Program Implementation Manual
PSU	Program Support Unit
PSS	Psycho-social support
RAP	Response Action Plan
RFT	Requests For Tender
SCA	Save the Children Australia
SIO	School Improvement Officer
SMT	Senior Management Team
TLC	Temporary Learning Centre
TWG	Technical Working Group
VANSTA	Vanuatu Standardised Test of Achievement
VESP	Vanuatu Education Support Program
VETSS	Vanuatu Education and Training Sector Strategic Plan
VITE	Vanuatu Institute of Teacher Education
WASH	Water, sanitation and hygiene

## 1.0 Introduction

Vanuatu is facing the twin emergencies of the COVID-19 pandemic and severe damage inflicted by Tropical Cyclone (TC) Harold. The threat of COVID-19 has led to the closure of 1,453 schools in six provinces to protect vulnerable populations which directly affects 92,644 students (48 percent female) and 4,230 teachers (67 percent female).<sup>2</sup>

TC Harold inflicted substantial damage to Sanma, Malampa, Penama, Shefa and Torba Provinces<sup>3</sup> after making landfall on 6<sup>th</sup> April 2020 as a category 5 cyclone, the second most powerful to strike Vanuatu. Approximately 885 schools and potentially 2,400 teachers (67 percent female) and 50,688 students (48 percent female) were directly affected.

In response, the Ministry of Education and Training (MoET) activated the Education Cluster (EC) and Emergency Operations Centre (EOC) on 25<sup>th</sup> March in line with the Education in Emergency Policy (2013-2017) and in coordination with the Vanuatu National Disaster Management Office. The MoET has published response plans and indicative budgets to both crisis and begun to implement response and recovery operations.

This program document is a joint application for the Global Partnership for Education's (GPE) COVID-19 Accelerated Funding Window and Accelerated Support in Emergency and Early Recovery Situations. Save the Children was selected as Grant Agent by the Ministry of Education and Training and this was endorsed by the country EC (which includes key Local Education Group members) during the 5<sup>th</sup> EC meeting on 9<sup>th</sup> April 2020.

The **COVID-19 Vanuatu Accelerated Resilience Program** will support the procurement and pre-positioning of ECCE and primary home-schooling packages and development of guidance for parents and caregivers to be used in the event of further school closures due to disasters or COVID-19 outbreaks. This Program is described in the following Program Document.

The **TC Harold Vanuatu Accelerated Recovery Program** will fund the procurement and distribution of roofing iron and replacement of teaching and learning materials to damaged primary schools to support the continuity of learning. This Program is described in a separate document.

The two programs are designed to be *flexible* to allow MoET to respond rapidly to the changing situation in Vanuatu (for example, if the national response coordination plans are updated). Timely technical support will be *embedded* in MoET to reduce the strain on personnel and systems from the dual emergencies. Additionally, the programs are designed to be *highly coordinated* through the EC and LEG with the national and international response, building upon other activities and aid to avoid duplication of effort. Finally, the programs are designed to be *complementary* with each other. Materials produced by the COVID program may be of immediate use in the TC Harold response. Shared technical support will reduce costs and ensure more resources reach those in need.

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<sup>2</sup> 2019 data for early childhood care and education centres, primary and secondary schools including government, government-assisted, church, community and private schools.

<sup>3</sup> Malampa, Penama and Sanma are categorized as Priority 1 for assistance. Torba and Shefa (Shepherd's Group) are prioritized as Priority 2.

## 2.0 Vanuatu context<sup>4</sup>

### *Socio-economic context*

Vanuatu is comprised of more than 80 islands with a total population estimated at 272,459. Around 75 percent of the population live in rural areas, primarily living a subsistence lifestyle. The Gross Domestic Product (GDP) per capita is US\$3,124 but Vanuatu suffers from high levels of poverty, with dramatic rural inequity in access to services. In 2010, 13.2 percent of the population were below the international poverty line<sup>5</sup>, with the rural poor particularly vulnerable to external shocks and isolated by rugged geography or ocean. The Government of Vanuatu (GoV) plans to address these inequities through the National Sustainable Plan 2016-2030.

### *Disaster risks and climate change*

Vanuatu is highly exposed to different natural hazards and the impacts of climate change. Geographically, it is located on the “ring of fire” with frequent earthquakes and volcanic eruptions. It also faces severe climatic risks with an annual cyclone seasons and frequent droughts and floods. As economic development is dependent on relatively few commodities, primarily the local service sector and tourism (which are all vulnerable to natural hazards), Vanuatu is heavily reliant on overseas development assistance.

### *Education system*

Vanuatu’s education system consists of two years of kindergarten (early childhood care and education for 4-5 year olds), six years of primary education, four years of junior secondary education, three (four for Francophone students) years of selected senior secondary education and selective tertiary education. The MoET is the overarching authority of the country’s education sector, supported by church education authorities. The early childhood care and education (ECCE) sub-sector has the largest number of private institutions.

### *Access and equity*

A total of 92,644 students were enrolled in 2019 served by 4,230 teachers (67 percent female) at 1,453 schools. The student population is characterized by a high proportion of overage students leading to low Net Enrolment Rates. Markedly, a significant number of boys drop out of primary education. Children with disabilities represent a particularly vulnerable group, with low levels of enrolment. MoET recognizes that paying schools fees remains the largest barrier to achieving universal access to basic education.

*Table 1 Enrolment by sub-sector and authority, 2019*

Education authority	ECCE			Primary			Secondary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Government	1,168	1,036	2,204	19,145	16,907	36,052	6,375	6,742	13,117

<sup>4</sup> Data is drawn from the Vanuatu Education and Training Sector Analysis (2018), Vanuatu Education and Training Sector Strategic Plan 2020-2030 (2020) and Vanuatu Education Statistics Report (2019) unless otherwise stated.

<sup>5</sup> World Bank. (2018). Vanuatu Poverty and Equity Brief.

Church (government assisted)	501	566	1,067	9,172	8,273	17,445	3,705	3,904	7,609
Church	0	0	0	40	57	97	15	16	31
Private	4,947	4,778	9,725	475	464	939	221	209	430
Community	1,732	1,717	3,449	156	131	287	111	81	192
<b>Total</b>	<b>8,348</b>	<b>8,097</b>	<b>16,445</b>	<b>29,988</b>	<b>25,832</b>	<b>54,820</b>	<b>10,427</b>	<b>10,952</b>	<b>21,379</b>

### Learning outcomes

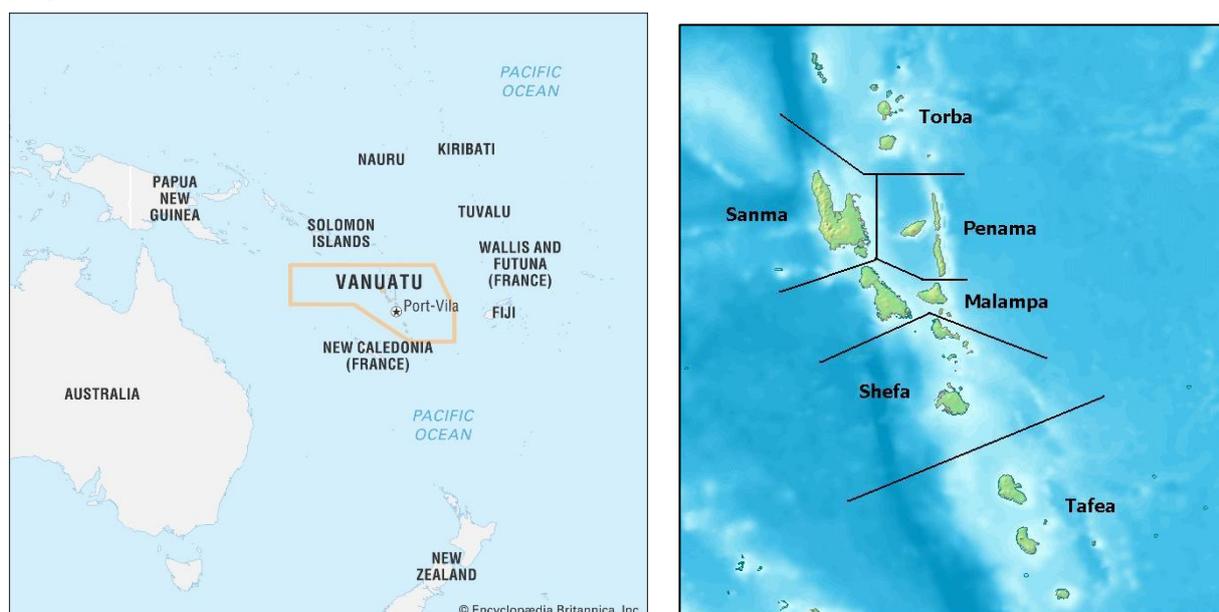
Primary learning outcomes are assessed through the Vanuatu Standardised Test of Achievement (VANSTA) every two years and Pacific Islands Literacy and Numeracy Assessment (PILNA). The proportion of students meeting the minimum standards in VANSTA has improved since 2009 but 35 percent of Year 4 students did not achieve the minimum literacy standard in English in 2017. Vanuatu ranks 108 out of 157 countries in the Human Capital Index<sup>6</sup>, lower than average for its income group: “a child born in Vanuatu today will be 47 percent as productive when she grows up as she could be if she enjoyed complete education and full health.”

### Planning and policy

The new Vanuatu Education and Training Sector Strategic Plan 2020-2030 (VETSS) focuses a range of strategies on three pillars:

1. Increase equitable access to education for all people at all levels of education;
2. Improve the quality of education; and
3. Improve planning, fiscal and financial management.

Figure 1 Map of Vanuatu



<sup>6</sup> [http://databank.worldbank.org/data/download/hci/HCI\\_2pager\\_VUT.pdf](http://databank.worldbank.org/data/download/hci/HCI_2pager_VUT.pdf)



## 3.0 COVID-19 Vanuatu Accelerated Response Program Design

### 3.1 Summary

Program name	COVID-19 Vanuatu Accelerated Resilience Program
Implementing agency	MoET
Grant agent	Save the Children
Duration	12 months
Start date	24 June 2020
End date	31 December 2021
Value	US\$ 750,000

### 3.2 Background and consultations

At the time of writing, Vanuatu has been spared a COVID-19 outbreak due to the rapid closure of its air links and its geographic isolation. Precautionary social distancing measures have closed all schools from 16<sup>th</sup> March 2020.<sup>7</sup> However, it is likely that there will be an outbreak in Vanuatu which, even if localised, will lead to extended school closures. Furthermore, recent disasters have emphasised the importance of being better prepared for short-term home-schooling. This GPE application responds to the need for better preparation to mitigate the risk of continued or further school closures.

MoET has developed and published a COVID-19 Contingency Plan 2020 (23<sup>rd</sup> March 2020)<sup>8</sup> and convened a COVID-19 Technical Working Group to coordinate the strategies in the plan. The plan is aligned with the National COVID-19 Contingency Plan and has three priority strategies:

1. Communications and logistics strategy;
2. Health and hygiene strategy; and
3. Home-schooling strategy.

After consultation with the EC, MoET selected activities from the recovery and mitigation phase of the home-schooling strategy from the Contingency Plan for the GPE COVID-19 accelerated funding window:

1. Printing and distribution of pre-positioned ECCE and primary home-school packages to provincial education offices in six provinces;
2. Development of rapidly deployable ECCE and primary radio home-schooling lessons;
3. Printing and distribution of Home School Guidelines to parents and guardians; and
4. Transfer replenishment school grants to primary schools to support reopening.

These activities are in line with the National Education in Emergencies Policy goal 1: *To be better prepared for and to respond and recover after an emergency* and form part of the VETSS Strengthen Disaster Risk Reduction Management program. The MoET aims to strengthen system resilience and speed of response to a future COVID-19 outbreak (or other disaster).

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<sup>7</sup> On 1<sup>st</sup> March 2020, the National Disaster Management Office issued the Directive (Clause 2 Sub-section 1 of the State of Emergency Regulation Order #35 of 2020) for all remaining opened schools in Vanuatu to suspend their operations until the end of the State of Emergency. On 20<sup>th</sup> April 2020, the schools in Tafea and Shefa provinces, except for the Kindergarten classes, have reopened upon the Decision of the Council of Ministers. As of the time of writing, schools in Sanma, Penama, Malampa and Torba remained closed due to the COVID-19 pandemic and the impacts of TC Harold.

<sup>8</sup> Available [here](#) on the MoET website.

The selected activities were endorsed and developed into a Concept Note which was reviewed by the EC and refined by MoET. The proposal was reviewed, finalized and endorsed by the EC. The MoET selected Save the Children as the accredited grant agent and this decision was endorsed on 9<sup>th</sup> April 2020 by the Education Cluster (which includes all key LEG members).

### 3.3 Objective, outcome and outputs

The program implements key mitigation and resilience activities in Strategy 3 Home-schooling Strategy in the COVID-19 Contingency Plan for the ECCE and primary sub-sectors.

Table 2 COVID-19 Program objective, outcome and outputs

<b>National Education in Emergencies Policy Goal</b>	
1. To increase access to education for all people at all levels in Vanuatu through disaster risk management interventions and through being better prepared for and to respond and recover after an emergency.	
<b>VETTS Strategy 8 Disaster Risk Reduction and Management Goal</b>	
Schools are better prepared to face climate change and natural disasters	
<b>COVID-19 Contingency Plan</b>	
Strategy 3: Home-schooling Strategy	
Objective	Students continue to learn at home in the event of school closures during disasters or emergencies.
Outcome	ECCE and primary students have rapid access to inclusive home-schooling support in the event of school closures during disasters or emergencies.
Outputs	1.1 MoET has ECCE and primary home-school packages printed and pre-positioned for future school closures.
	1.2 MoET has home-school broadcast lessons developed, pre-tested and approved for rapid use during future school closures.
	1.3 MoET has home-schooling guidance for parents and caregivers printed and pre-positioned for future school closures.
	1.4 Primary schools receive replenishment school grants.

### 3.4 Program beneficiaries

The program will be national in scope.

Under output 1.1, the grant will pre-position printed home-schooling materials for emergency response in all six provinces sufficient for 20 percent of the government and community school student population<sup>9</sup>:

1,344 ECCE students<sup>10</sup> (47 percent female) at up to 420 ECCE centres

10,776 primary students<sup>11</sup> (47 percent female) at up to 466 primary schools

<sup>9</sup> Private schools and ECCE centres are excluded from GPE funding.

<sup>10</sup> 82 percent rural.

<sup>11</sup> 81 percent rural.

Under output 1.2, broadcasts could reach an estimated 50 percent of ECCE and primary students in all six provinces (including recipients of home-schooling materials):

3500 ECCE students (47 percent female)

27,000 primary students (47 percent female)

Students at private schools and ECCE centres would also be able to receive and use radio lessons, extending the reach of the output.

Under output 1.3, an estimated 12,120 families will receive the guide if all the pre-positioned stocks are used.

Under output 1.4, the grant will provide emergency replenishment school grants for approximately 53,881 primary school students (47 percent female) at 466 primary schools.

In total, up to 3500 ECCE students (if the home-learning materials are used) and 53,881 primary students will benefit from the grant.

### 3.5 Vulnerable populations

MoET is sensitive to how home schooling may exacerbate inequity and disadvantage. For example, children from poorer families may be helping with subsistence agriculture, have less access to basic stationery or lack a suitable place for children to work. To mitigate this, home-schooling materials will need to be in different media (physical, radio and SMS) and in languages the parents and children understand. Guidance for parents needs to take into account literacy levels and the likely circumstances in a wide range of homes, including in rural areas.

The home-schooling packages, broadcasts and guides will be developed in all three national languages (Bislama, English and French) and, as children with disabilities are particularly vulnerable, may be adapted into accessible versions (e.g. sign language, large print and braille versions).<sup>12</sup>

Pre-positioned home-schooling packages will be deployed immediately for students at schools closed due to COVID-19. Approximately 2,901 students with a disability (44 percent female)<sup>13</sup> will benefit from school replenishment grants.

### 3.6 Results chain

The *key problem* during the COVID-19 pandemic was the impact of school closures for social distancing on children's learning. The *root causes* for this problem were the abrupt school closures and the lack of appropriate standardised inclusive home-schooling materials, broadcast lessons or guidance to teachers, parents and caregivers. Many schools exhausted their annual school grants on printing home learning packages for their students.

*Assuming* that home learning will sustain learning outcomes (or reduce loss of learning) and that caregivers are willing and able to provide a safe, supporting and conducive learning environment in the event of school closures, the rapid provision of home-schooling packages, guidance to caregivers and broadcasts will be necessary. These materials will

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<sup>12</sup> Vanuatu has 60 languages used in the first years of schooling so the MoET will discuss translation options for these grades with the EC and LEG.

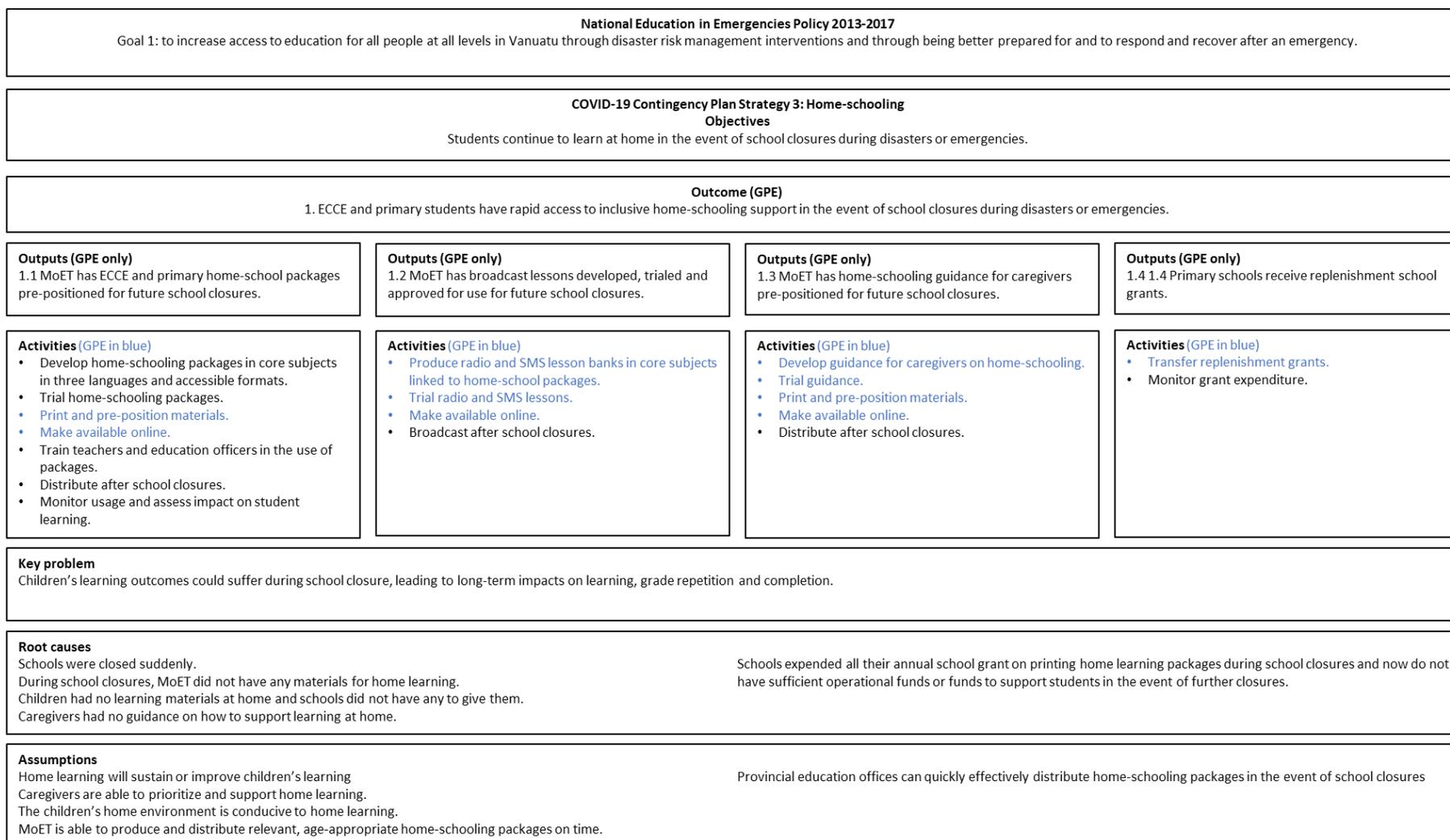
<sup>13</sup> Calculated as 8% male and 7% female students with a disability (UNICEF/VNSO. 2014. Children, Women and Men with Disabilities: What do the data say?)

need to be standardised across Vanuatu, appropriate for the children and families, aligned to the national curriculum, inclusive, and simple to use.

To establish this mechanism to respond, mitigate and rapidly recover from a COVID-19 outbreak, MoET and its schools have urgently implemented a series of *activities* in the response plan. One of these is the development of home-schooling materials for each sub-sector (e.g. ECCE, primary) in the three national languages which will need to be printed and disseminated. To take advantage of different technologies, the packages can be adapted as broadcast lessons for different platforms which are in use in urban and rural communities (radio/podcast and SMS). Thirdly, an essential element is providing simple guidance to parents and caregivers to complement the packages and teacher guidance prepared by other development partners. All these materials will need pre-testing, production or printing and pre-positioning close to the schools for quick access during school closures. Finally, emergency replenishment grants will support schools to reopen safely, operate effectively and be prepared to support students in the event of further closures. These activities will increase the ability of the education sector to maintain continuity of learning during disasters or other emergencies.

If children and caregivers have rapid access to inclusive home-schooling materials, broadcasts and guidance, they are more likely to be able to continue to learn at home during school closure, reducing learning loss and being better prepared to return to school once the emergency is over.

Figure 2 COVID-19 results chain



### 3.7 Activities

Output 1.1 MoET has ECCE and primary home-school packages printed and pre-positioned for future school closures.

Budget	US\$ 215,891 (VUV 24,179,770)
Responsible MoET officer	Director Samuel Katipa, Education Services Directorate
Lead MoET division	Curriculum Development Unit
Location	National

#### *Activities*

Output 1 will fund the printing and pre-positioning of the Vanuatu Standardized Home-School Packages for ECCE and primary schools. The packages consisting of at least eight weeks of activities are being developed by MoET with support from UNICEF and EC partners to ensure continuity of learning in the event of further extended school closures caused by COVID-19 or other emergencies. The packages - in three languages - will be trialed in areas where schools are closed and are expected to be available for approval and printing by October 2020.

Three packages of eight weeks of activities will be produced:

1. ECCE (Kindergarten I and II)
2. Junior Primary (Years 1-3)
3. Senior Primary (Years 4-6)

GPE accelerated financing will be used to adapt these packages for children with disabilities (e.g. Braille, large print and audio versions). The grant will then be used to print 1,344 copies of the ECCE package and a total of 10,776 copies of the two primary packages and distribute these to the six provinces and relevant education authorities for storage in secure, hazard-resistant containers in each province.<sup>14</sup> The GPE funding will also pay for one monitoring visit to the provinces to ensure safe storage. DFAT will support MoET and the Vanuatu Institute of Teacher Education (VITE) to provide distance-mode orientation training in the packages with principals and provincial education officers through the Vanuatu Education Support Program. In the event of school closures, these pre-positioned stocks will be used immediately.

#### *Complementarity*

The standardised home-schooling packages will be aligned with the existing national curriculum. MoET will be supported in the development of the packages by a UNICEF technical adviser funded by initial GPE COVID-19 funding working closely with the Curriculum Development Unit (CDU), School Improvement Unit and Policy and Planning Unit. The consultant will also support the development of a strategy to monitor and assess the effectiveness of the home-schooling packages. Save the Children and other EC members will provide technical input, particularly in ECCE, social and emotional learning, inclusion and early grade literacy and numeracy. Development of the accompanying home-schooling guidelines for teachers and orientation training on the new packages officers will

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<sup>14</sup> Alternatively, these may be held at a central location. The final arrangements will be agreed between MoET and EC.

be conducted by MoET and VITE with support from DFAT's Vanuatu Education Support Program (VESP).

*Modality*

Procurement and distribution of the home-schooling packages will be managed by the MoET Procurement Unit under the Director General's Office using GoV procurement systems. Printing and packing will be through the CDU or an open competitive tender. Monitoring of distribution to pre-positioned locations and checks to ensure secure storage will be conducted by School Improvement Officers (SIOs).

*Risks and mitigation*

To reduce fiduciary risks involved in a large procurement, Save the Children will embed a short-term Procurement Specialist within MoET.

Output 1.2 MoET has home-school broadcast lessons developed, pre-tested and approved for rapid use during future school closures.

Budget	US\$114,821 (VUV 12,860,000)
Responsible MoET officer	Director Samuel Katipa, Education Services Directorate
Lead MoET division	Curriculum Development Unit
Location	Port Vila

### *Activities*

Output 2 will finance the production of accompanying radio and SMS lessons for the ECCE and primary home-schooling packages. These lessons will be in the three national languages and promote safe, inclusive and effective home learning practices aligned with international guidance, best practice and the local culture and context. Broadcasts will be designed to quickly adapt to changing response messaging but will emphasize inclusion, psycho-social support (PSS) and child protection. International and local best practice in radio<sup>15</sup> and SMS lessons<sup>16</sup> will be fundamental in the development process (for example, Interactive Radio Instruction). A total of 40 lessons will be produced for each package.

GPE accelerated financing will pay for the pre-testing (probably with families affected by TC Harold), review, finalization and approval of these broadcasts. These will be uploaded to the MoET website for rapid use in future emergencies.

### *Complementarity*

This activity will be delivered by MoET in collaboration with UNICEF and VESP to ensure strong complementarity with the physical packages and national learning outcome targets. The new broadcasts will complement the support VESP is providing including a full-time communications manager with MoET, radio shows (three times per week) and development and printing of COVID-19 information and communication materials. Orientation to teachers and education officers in the new broadcast capability will be conducted by distance mode supported by VESP.

### *Modality*

MoET will lead the development of the radio broadcast scripts and SMS lesson content based on the standardised home-schooling packages described in Output 1 and guidance for parents in Output 2. The MoET will be supported by a short-term Save the Children Education Specialist who will provide technical support and guidance. Recording of the radio scripts will be sub-contracted to a national radio station through an open tender and broadcast in the three languages. An equal number of male and female actors/presenters will be used and all scripts will be checked for inclusivity, positive messages and cultural appropriateness before recording.

Trial of the scripts will be conducted by MoET supported by a short term Save the Children Monitoring, Evaluation, Accountability and Learning (MEAL) Specialist using a caregiver survey and easy-to-administer child learning assessment. The trial will include families of children with disabilities.

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<sup>15</sup> For example, the [Education Development Center](#).

<sup>16</sup> For example, the [EdTech Hub](#).

### *Risks and mitigation*

To reduce the risk of the broadcasts not being available during a crisis, the program will take care to ensure digital audio files are stored securely and widely available.

Output 1.3 MoET has home-schooling guidance for parents and caregivers printed and pre-positioned for future school closures.

Budget	US\$ 35,297 (VUV 3,953,262)
Responsible MoET officer	Director Samuel Katipa, Education Services Directorate
Lead MoET division	Curriculum Development Unit
Location	National

### *Activities*

Output 3 will finance the development, testing and printing of Home School Guidelines for Parents and Guardians. One edition will be produced for the parents of ECCE students and another for the parents of primary students to reflect the different learning needs of their children. The two sets of short Guidelines will be designed for a low literacy environment and will include concise, contextually and culturally relevant messages to caregivers on how to enable and support effective home-schooling (and play) for children, including those with disabilities (for example, as a poster). The Guidelines will be aligned (and refer to) the packages and broadcasts developed in Output 1 and 2. Broadcasts would, for example, include the same messages as the guidance to caregivers.

GPE accelerated financing will pay for the pre-testing (possibly with families affected by TC Harold), review, finalization and approval of the Guidelines. These will be uploaded to the MoET website, printed and packed with the home-schooling packages. The distribution and secure storage will be funded under Output 1.

### *Complementarity*

Guidelines will be based on the latest international guidelines on home learning adapted for the Vanuatu context.<sup>17</sup> Best practice examples from other similar countries will be used during the development process. Key messages will reinforce ECCE and parenting programs from the churches, Save the Children UNICEF and others. The home-schooling guidelines for parents and caregivers will be complementing the development of guidelines for teachers on the use of the standardized home-learning package, led by MoET with support from VESP.

### *Modality*

MoET will lead the development of the Guidelines supported by a Save the Children Education Specialist who will provide technical assistance and guidance. The pilot testing of the Guidelines will be conducted at the same time as the broadcasts to reduce evaluation costs. Printing and distribution will follow the same process as Output 1 overseen by a short-term Procurement and Compliance Specialist embedded in the MoET.

### *Risks and mitigation*

To reduce the risk of rejection of the guidance by parents, care will be taken to field test and iterate messages with a diverse range of caregivers and stakeholders (Output 2 field testing). MoET will pay particular attention to using inclusive and diverse images and ensure

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<sup>17</sup> For example, <https://en.unesco.org/covid19/educationresponse/solutions>

the language level is appropriate for the audience. Save the Children will provide specialist review from their inclusion and child protection teams.

Output 1.4 Primary schools receive replenishment school grants.

Budget	US\$ 192,432 (VUV 21,552,400)
Responsible MoET officer	Director Samuel Katipa, Education Services Directorate
Lead MoET division	Education Services Directorate
Location	National

#### *Activities*

Output 4 will finance emergency replenishment grants to primary schools which exhausted their annual school grant printing home learning materials for students during the school closures. The replenishment grants will allow schools to reopen safely and operate effectively until the end of the 2020 academic year. The grants will also enable schools to support home learning in the event of further closures.

#### *Complementarity*

The emergency replenishment grants will complement the annual school grants provided by MoET with support from DFAT. Grant disbursement will be coordinated with any future emergency grants (or tranches of the annual school grants) to reduce transaction costs. The grants provide a stop-gap measure in the event that schools are instructed to close due a COVID-19 outbreak and the home learning packages and radio broadcasts in Output 1 and 2 are not yet ready for distribution.

#### *Modality*

MoET will use existing school grant scheme policy, distribution mechanisms, equitable per-student formula, monitoring and reporting requirements. The grants will be administered by the Education Services Directorate supported by the Financial Management and Accounting Division. The Education Services Division will prepare the school listing and the calculations of the value of the replenishment grant based on the latest VEMIS enrolment data. The MoE Finance Unit will cross-check the calculation for approval by the Director General. Schools must use and report the grant as per the policy, public financial management rules and school improvement guidelines.

#### *Risks and mitigation*

The short-term Finance Specialist from the PSU will support the planning, transfer and monitoring of the grants to ensure compliance with GoV policies as described in the latest School Grant Scheme guidelines.<sup>18</sup> The transfer of grants will be accompanied by a transparency media campaign so parents and teachers are aware of the amount of transfer to their school, the purpose of the grant and know how to report any misuse.

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<sup>18</sup> [https://moet.gov.vu/docs/policies/Grants%20Scheme%202010\\_2019.pdf](https://moet.gov.vu/docs/policies/Grants%20Scheme%202010_2019.pdf)

### 3.8 Budget

Please refer to Vanuatu COVID budget for further details.

Table 3 COVID-19 budget summary

<b>Outcome 1 ECCE and primary students have rapid access to inclusive home-schooling support in the event of school closures during disasters or emergencies.</b>	<b>VUV<sup>19</sup></b>	<b>USD</b>
Output 1.1 MoET has ECCE and primary home-school packages printed and pre-positioned for future school closures.	24,179,770	215,891
Output 1.2 MoET has home-school broadcast lessons developed, pre-tested and approved for rapid use during future school closures.	12,860,000	114,821
Output 1.3 MoET has home-schooling guidance for parents and caregivers printed and pre-positioned for future school closures.	3,953,262	35,297
Output 1.4 Primary schools receive replenishment school grants.	21,552,400	192,432
<b>Program management and quality</b>		
PSU, operational costs, audit and Grant Agent support costs	21,454,569	191,559
<b>Grand Total</b>	<b>84,000,000</b>	<b>750,000</b>
Agency fee (7%)	5,880,000	52,500

### 3.9 Monitoring, evaluation and learning from evidence

#### *Responsibility*

The MoET Policy and Planning Directorate with support from the School-based Management Unit will be responsible for monitoring the program supported by an embedded Save the Children MEAL Specialist. MoET and the MEAL Specialist will prepare a program MEAL Plan immediately following program effectiveness.

#### *GPE Monitoring and Evaluation Guidance*

The program will collect and report on relevant core GPE indicators and follow standardized program reporting as described in the GPE M&E Guidance for COVID-19 Accelerated Funding Grants.

#### *Monitoring*

The key monitoring activities to measure output-level targets will be:

1. Activity reports (e.g. meeting minutes, workshop reports, technical review reports);
2. Distribution reports (e.g. number of materials procured, shipped or distributed, number of broadcasts uploaded, grants transferred);
3. Supervisory reports (e.g. to storage sites for pre-positioned materials, verification of grant receipt); and

<sup>19</sup> Exchange rate of 112 VUV to 1 US\$.

4. Attendance records (e.g. number of students who return to schools once reopened).

In the event of school closures in a particular province which trigger distribution of the packages and broadcast of lessons, additional monitoring activities will be required:

5. Audience surveys (e.g. caregiver survey).

The program will develop and use a set of standard monitoring tools and maintain an intermediate beneficiary database to track involvement of MoET officers and stakeholder staff. The VEMIS will be used wherever possible to avoid duplication.

### *Evaluation*

A *Learning from Evidence Plan* will be produced before program effectiveness as a part of the program's MEAL Plan. MoET is committed to sharing learning across the EC and LEG and all reports and knowledge products will be publicly available, including the two evaluation reports.

#### *a) Learning and adaptation*

Both COVID-19 and TC Harold are fast-moving events where adaptation and rapid response may both be necessary to ensure continuity of learning. In line with GPE guidance, the grant will have two MEAL Plan evaluation and learning objectives:

1. Learn continually from evidence and apply that learning effectively to enhance program effectiveness; and
2. Generate knowledge and evidence on the relevance, effectiveness and efficiency of grants.

The Grant Agent and PSU will support MoET to efficiently collect evidence. make recommendations, coordinate with other development partners and iterate the program implementation. There will be a monthly learning meeting to course-correct and key learning will be summarized and reported to the EC. The program will utilize the GPE guidance questions for relevance, effectiveness and efficiency. Learning will be summarized in a final evaluation and learning report and disseminated to local stakeholders via the LEG.

#### *b) Evaluation of draft materials*

MoET, supported by Save the Children, will conduct one in-project evaluation to trial the draft home-schooling broadcasts and guidelines for caregivers. The trial of the new materials will generate learning in the usage and effectiveness of the draft home-schooling packages, broadcasts and caregiver guidance in the event of further school closures.

The trial of draft materials will involve supplying home-school packages and guidelines to a statistically valid sample of families in locations where schools are closed and conducting at least four weeks of radio and SMS broadcasts. The impact and usage of the materials will be measured through i) caregiver knowledge, attitudes and practices survey, and ii) child learning assessment. The key evaluation questions will be:

- How frequently were the materials used?
- What was the impact of the materials on children's learning, including children with disabilities?
- What was the impact of the materials on caregiver's knowledge, skills and attitudes, including caregivers of children with disabilities?
- What were the key external factors in the success (or otherwise) of the materials?

- How can the materials be improved?

### *Reporting*

The embedded MEAL Specialist will support MoET to complete bi-monthly survey reports as per the GPE COVID-19 Accelerated Funding Guidelines. The program will produce Quarterly Reports summarizing outputs and implementation progress for the Senior Management Team (SMT), EC and LEG. The implementation completion report will use the standard GPE [template](#).

### 3.10 Results framework

The results framework includes relevant core GPE indicators for COVID-19 accelerated funding.

Table 4 COVID-19 results framework

Outcome/output	Indicator	Baseline	Target (30 June 2021)	Means of verification
1. ECCE and primary students have rapid access to inclusive home-schooling support in the event of school closures during disasters or emergencies.	Number and % of children supported with inclusive home-based learning programs by location, age-group, disability and sex <sup>20</sup>	0 (0%)	<p>If pre-positioned materials are used:<sup>21</sup></p> <p>ECCE: 1,344 (664 female)                      Primary: 10,776 (5074 female)  <b>Total: 12,120 students (5,737 female)</b></p> <p>If radio and SMS lesson are used:</p> <p>ECCE: Up to 6,720 (3319 female)                      Primary: Up to 53,881 (25,368 female)  <b>Total: Up to 60,601 (28,687 female)</b></p>	Distribution records Caregiver survey
	Number and % of parents and caregivers reached through mechanisms to inform parents and community leaders of distance learning content and teaching methods disaggregated by age-group, sex and disability status of child <sup>22</sup>	0 (0%)	<p>If pre-positioned materials are used:</p> <p>Up to 24,240 (12,120 female) caregivers.</p> <p>If radio and SMS lessons are used:</p> <p>Up to 121,202 (60,601 female) caregivers</p>	Caregiver survey

<sup>20</sup> GPE COVID Core Indicator 1.1 (Mitigation and response)

<sup>21</sup> Assumes 100% of materials are distributed. In the event of no school closures, no data will be reported. Does not include students reached by radio and SMS lesson broadcasts. Does not include students from private ECCE centres or schools.

<sup>22</sup> GPE COVID Indicator 1.11 (Mitigation and response)

Outcome/output	Indicator	Baseline	Target (30 June 2021)	Means of verification
	Number and % of children enrolled in grant-supported schools who return to school once the school system is reopened <sup>23</sup>	0 (0%)	Primary: 45,799 (21,563) <sup>24</sup>	School monthly returns/VEMIS
1.1 MoET has ECCE and primary home-school packages printed and pre-positioned for future school closures.	Number of materials distributed (disaggregated by type and accessibility <sup>25</sup> )	0	<b>12,120 packages</b> 1,344 ECCE 10,776 primary	Distribution records
1.2 MoET has home-school broadcast lessons developed, pre-tested and approved for rapid use during future school closures.	Number of broadcast lessons produced (developed, pre-tested and approved)	0	40 radio lessons 40 SMS messages	Activity reports
1.3 MoET has home-schooling guidance for parents and caregivers printed and pre-positioned for future school closures.	Number of materials distributed	0	<b>12,120 Guidelines</b> 1,344 ECCE Guidelines 10,776 Primary Guidelines	Distribution records
1.4 Primary schools receive replenishment school grants.	Number of schools receiving grants	0	466 primary schools	Distribution records

<sup>23</sup> GPE COVID Core Indicator 2.1 (Recovery)

<sup>24</sup> Assumes 85% of students enrolled in 2019 return to school.

<sup>25</sup> For example, Braille, large text, audio

### 3.11 Donor coordination and aid effectiveness

The program has been designed by the MoET in coordination with the EC which includes key development partners from the LEG. The cost of developing, translating, adapting and trialing the physical packages will be met by UNICEF (US\$70,000). The cost of orientation training for teachers and education officers on the use of the package will be met by DFAT through the VESP. New Zealand Ministry of Foreign Affairs and Trade (MFAT) are providing hygiene kits to schools as they reopen (US\$164,000).

In the event of school closure (including remote communities affected by TC Harold), the MoET and education authorities will distribute to parents in the affected provinces and broadcast the home-schooling lessons. The GPE contribution will add these essential rapid response learning materials to pre-positioned supply hubs at the provincial education offices.

Table 5 Development partner contributions to COVID-19 Contingency Plan

Development partner	Contribution	Value (US\$)
Phase/Strategy: 1. Response		
DFAT/ VESP II	<ul style="list-style-type: none"> <li>• Communication manager full time with MOET</li> <li>• National radio shows on COVID-19 (Information and awareness, 3 times per week)</li> <li>• Development and printing of COVID19 information and communication material</li> <li>• Online assessments deployment and analysis capabilities</li> </ul>	\$130,000
DFAT/Vanuatu Skills Partnership (VSP) TVET Program	<ul style="list-style-type: none"> <li>• Reprioritisation of activities in the Annual Plan to focus on agribusiness and economic stimulus</li> <li>• Purchase of seeds and agriculture equipment</li> </ul>	TBC
DFAT Canberra	<ul style="list-style-type: none"> <li>• In discussion with MoET to have AUD4 million for school grants to assist with economic recovery</li> </ul>	\$2,600,000
MFAT	<ul style="list-style-type: none"> <li>• VT 35.4M for Health</li> <li>• VT 20m for Education (for the Hygiene strategy of MoET COVID-19 Contingency Plan)</li> <li>• VT 20m for WASH – WASH facilities of vulnerable communities</li> </ul>	\$290,000 \$164,000 \$164,000 <b>\$618,000</b>
UNICEF	<ul style="list-style-type: none"> <li>• Printing of existing home school packages</li> <li>• Technical Consultant to support MoET in the 1) development of policy and procedures for Learning Continuity in Vanuatu, 2) Development of standardized home-school packages for K-3, 4-6 and 7-10; 3) and monitoring the effectiveness of the home-school package</li> </ul>	\$70,000

### 3.12 Implementation arrangements

#### *MoET*

The overall responsibility for the grant is Director, Education Services Directorate at MoET reporting to the Senior Management Team (SMT). The SMT will provide oversight of achievement of program activities.

Output 1 will be managed by Curriculum Development Unit (CDU) supported by the Procurement Unit. Monitoring of distribution to secure sites will be the responsibility of the CDU. Provincial education offices are responsible for selecting and maintaining secure and dry pre-position locations.

Output 2 and 3 will be managed by CDU. The trial of the materials will be managed by CDU under the Education Services Unit.

Output 4 will be managed by the Education Services Directorate supported by the Finance and Administration Directorate.

#### *MoET COVID-19 Technical Working Group*

The MoET COVID-19 Technical Working Group (TWG) will ensure effective implementation of the GPE activities as part of their overall responsibility to implement the Contingency Plan. This will include technical input on material design. The TWG is made up of:

- Director General (EOC Manager)
- Director ESD/Director TED (Alternate EOC Manager)
- Director PPU, PEO-PPU, EO (Deputy EOC Manager)
- (Education and Emergencies) National Program Coordinator EIE
- (Planning, Monitoring and Reporting) PPU Officers
- (Admin and Finance) Director, Finance and Admin
- (Teaching and Learning) Director ESD/Director TED/ VQA CEO

#### *Program Support Unit (PSU)*

The Grant Agent will embed a small short-term PSU into MoET to provide additional technical advice, compliance and fiduciary support due to the high demands on the Ministry during the COVID-19 and TC Harold emergencies. PSU staff will be hired by Save the Children in consultation with MoET. The Program Manager will be co-managed by the Save the Children Director of Programs and Director, Education Services Directorate. The other short-term PSU staff will report to the Program Manager with technical supervisory lines to relevant function heads in MoET and Save the Children.

The PSU staff will have nominated counterparts and a skills transfer mandate to increase sustainability including on-the-job training and technical advice. The PSU will support the MoET to develop and implement quarterly implementation plans and cash forecasts and ensure that activities, financial management and procurement are conducted efficiently. The PSU roles are:

- Program Manager (160 days equivalent)
- Procurement Specialist (90 days)
- Finance Specialist (90 days)

- MEAL Specialist (30 days)

The PSU will be strengthened by one short-term local Education Specialist technical adviser (40 days) and one short-term international Education Specialist (25 days) during development of key materials. Save the Children will provide oversight, performance management and technical support to MoET as part of its Grant Agent role, including short-term specialist technical assistance for communications, child protection and health promotion.

*Education Cluster (EC) and Local Education Group (LEG)*

Chaired by the MoET and co-led by Save the Children, the EC will provide coordination, support and advice to the MoET TWT, particularly in regards to the response plan. The EC and LEG will approve any changes to modality caused by the rapidly changing situation. Program progress will be reported at least monthly to the EC by MoET supported by the Grant Agent. The EC will respond to any further school closures. The membership of the EC is:

- Ministry of Education and Training
- Save the Children
- UNICEF
- First Secretary (Education and Safer Communities), Australian High Commission
- Second Secretary (Development), New Zealand High Commission
- Conseilleere de Cooperation et d'Action Culturelle, French Embassy
- World Vision
- Live and Learn
- DSPPAC, PMO

In the event the EC is deactivated, coordination, technical support and oversight of the grant will be provided by the LEG. The LEG will receive and give feedback on draft reports, approve any changes to program implementation or modalities and ensure coordination with other development partner activities. The GPE grant will be a standing agenda item. The LEG members are:

- Minister, MoET (Chair)
- Director General, MoET (Alternate Chair)
- MoET Directorates (Policy and Planning, Education Services, Finance & Budget, Tertiary)
- Chairman, National Education Advisory Committee
- Chief Executive Officer, Vanuatu Qualifications Authority
- Education Policy Analyst, DSPPAC, PMO
- Expenditure Analyst (Education), MFEM
- Director General, Ministry of Internal Affairs
- Director General, Ministry of Foreign Affairs
- Director General, Ministry of Health
- Director, Department of Women's Affairs
- Director, Office of the Registrar of Cooperative and Business Development
- Director, Department of Youth and Sports
- Director, NDMO
- Commissioner of Labour, Department of Labour
- Chief Executive Officer, Malvatumauri Council of Chiefs

- Chief Executive Officer, OGCIO
- Vanuatu Teachers Union
- General Manager, VBTC
- First Secretary (Education and Safer Communities), Australian High Commission
- Second Secretary (Development), New Zealand High Commission
- Conseilleere de Cooperation et d'Action Culturelle, French Embassy
- Third Secretary, Chinese Embassy
- The Consulate of Papua New Guinea
- The Consulate of Sweden
- The Consulate of Spain
- The Consulate of Italy
- The Consulate of India
- The Consulate of the Philippines
- The Consulate of the Republic of Fiji
- The Consulate of the Republic of Korea
- The Consulate of the Federal Republic of Germany and Consulate of Austria
- The Consulate of Finland
- JICA
- Peace Corps
- UNICEF
- Save the Children
- Vanuatu Education Policy Advocacy Coalition
- Commonwealth of Learning
- Organisation Internationale de la Franchophonie (OIF)
- World Vision
- Oxfam
- Care International
- Live and Learn
- Vanuatu Christian Council
- World Bank
- Red Cross Society
- Responsable de L'Agence Universitaire de la Francophonie
- USP (Emalus Campus)
- Child Care Port Vila
- La DEC

*Save the Children UK, Save the Children Australia and Save the Children in Vanuatu*

Save the Children UK – a member of the Save the Children Alliance – holds an existing Financial Procedures Agreement with GPE and will be responsible for executing the agreement in relation to funding received for the program. Save the Children UK will subsequently enter into a member-to-member agreement with Save the Children Australia (SCA), that will define the responsibilities of each entity with regard to financing and flow of funds; administration, reporting and compliance.

Save the Children in Vanuatu is a locally registered entity that is wholly controlled by Save the Children Australia (SCA), an entity that provides risk and financial management oversight, operational support and funding subsidies for work undertaken in Vanuatu.

The GoV will sign a Grant Agreement (or equivalent) with Save the Children Australia (SCA) which defines the responsibilities, scope of work, fiduciary and procurement arrangements and dispute mechanism.

### *Disbursement*

The grant will be transferred through Save the Children UK to SCA and onto the Save the Children in Vanuatu as grant income. Funds will be disbursed into the GoV Development Fund Account held with the Reserve Bank of Vanuatu in Vanuatu Vatu (VUV). MoET will request disbursement via a Disbursement Letter contingent on expenditure to date and the next activities in the implementation plan agreed with the Grant Agent and EC (or LEG).

### *Financial management*

Financial management will use GoV processes, templates and rules as described in Public Finance Management and Economic Act Consolidated 2009 and relevant Ministry of Finance and Economic Management (MFEM) Financial Circulars. A recent fiduciary assessment by DFAT will be available shortly to inform development of the final processes. To mitigate risks, high value activities will require a No Objection from the Grant Agent before expenditure and a project transaction ledger will be maintained. A PSU Finance Specialist will be embedded to provide direct support. Income and expenses from the program will be managed through the GoV SmartStream accounting system in the national Financial Management Information System. Program income and expenses will be reported in the national budget and quarterly budget reviews. The PSU will support monthly budget v actual expenditure reports and the Save the Children office will conduct spot-checks to reduce over or under-expenditure and risk of fraudulent activities.

### *Procurement*

Procurement will use GoV processes, templates and rules as described in Government Contracts and Tenders (Amendment) Act of 2019, Central Tenders Board (CTB) guidelines and MFEM Financial Circulars<sup>26</sup>. Low-value procurements (VUV10m [US\$83,000] or lower) are currently operating under special rules for the COVID-19 emergency and no longer require MFEM approval to expedite implementation.<sup>27</sup> High-value procurements (VUV10m [US\$83,000] or greater) will require CTB approval and will use standard open Requests For Tender (RFT) or (in the case of exceptional circumstances) Limited Tender.<sup>28</sup> As per the Grant Agreement, a representative of the Grant Agent will be on tender panels for contracts above a specified limit and a contract ledger will be maintained and updated. A Procurement and Compliance Specialist will be embedded in the MoET to assist with large procurement activities (TLCs and teaching and learning materials).

### *Audit*

The MoET Internal Audit Unit will provide an audit report as per the Expenditure Review and Audit (Amendment) Act 2019. A full program audit at the end of the program will be conducted by an external auditor hired by Save the Children. Audit reports and resulting action will be shared with the LEG.

### *Program Implementation Manual (PIM)*

Detailed implementation arrangements will be described in the PIM. These will include financial management and procurement processes, flow charts, checklists and templates. The POM will include the MEAL Plan and planning, budget and reporting templates. MoET, supported by the PSU, is responsible for the writing and updating of the PIM.

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<sup>26</sup> <https://ctb.gov.vu/legislation/tender-regulation>

<sup>27</sup> MFEM. (2020). Financial Circular No.4 of 2020. 1<sup>st</sup> April 2020.

<sup>28</sup> <https://ctb.gov.vu/procedures/high-value-procurement>

### 3.13 Risks and mitigation

Vanuatu is considered to be one of the world’s most vulnerable countries to natural hazards.<sup>29</sup> Annual losses from disasters is estimated at 6.6 percent of Gross Domestic Product. TC Pam in March 2015 caused damage equivalent to 64 percent of GDP (US\$450m).

Violence against women and girls is common; around half of Vanuatu women have experienced non-partner physical or sexual violence or both since they turned 15 (often from male family members).<sup>30</sup> Health outcomes for Vanuatu’s people are further harmed by tropical infectious diseases, often caused by poor water and sanitation in rural areas. The country has very limited capacity to deal with large numbers of COVID-19 infections.

Finally, travel is difficult and arduous. Frequent bad weather affects sea travel and the country is prone to extreme weather leading to landslides.

To mitigate these risks, Save the Children adheres to a strict Security and Safety Policy and regularly reviews current and emerging risks in discussion with the GoV and LEG members.

The POM will contain a full risk matrix and mitigation strategies but the highest risks are summarized below:

Figure 3 High risks matrix

Risk	Risk rating	Mitigation strategies	Risk rating after mitigation
<b>Safety and security</b>			
Major disaster in one or more target provinces resulting in suspension or restriction of activities and/or reprioritisation of resources/staff.	High	1. Emergency Preparedness Plan in place. 2. All program staff inducted in Plan. 3. Pre-position equipment and medical supplies in vehicles and provincial offices.	Moderate
Vehicle accident involving program staff, education staff or beneficiaries during program activity leading to injuries or loss of life.	High	1. Safety and Security Management Plan in place. 2. Safety and Security Manager in place and journey management plans for all activities 3. First aid equipment, GPS trackers and life jackets and emergency beacons in all program vehicles and dinghies. 4. All program staff inducted in Plan. 5. Regular review of security situation in provinces.	Moderate

<sup>29</sup> [Global Facility for Disaster Reduction and Recovery.](#)

<sup>30</sup> <https://asiapacific.unwomen.org/en/countries/fiji/co/vanuatu>

<b>Risk</b>	<b>Risk rating</b>	<b>Mitigation strategies</b>	<b>Risk rating after mitigation</b>
COVID-19 outbreak leading to suspension of activities and travel and/or widespread unrest and/or illness.	High	<ol style="list-style-type: none"> <li>1. Emergency Preparedness Plan in place.</li> <li>2. All program staff inducted in Plan.</li> <li>3. Pre-position equipment and medical supplies in vehicles and provincial offices.</li> <li>4. Medical evacuation of sick staff.</li> </ol>	Moderate
Child protection or gender-based violence incident involving program or partner staff leading to harm to beneficiaries, conflict or reputational damage	High	<ol style="list-style-type: none"> <li>1. Child protection, gender equity and safe guarding questions during selection, and training for all program staff.</li> <li>2. Safeguarding plan and checklist for all workshops and activities.</li> <li>3. Child safeguarding policy and code of conduct.</li> <li>4. Complaints Response Mechanism operational.</li> <li>5. Program monitoring data and reporting disaggregated by sex and disability.</li> </ol>	Moderate
<b>Political, economic and governance</b>			
<p>Change in leadership at GoV/MoET leading to instability, change of priorities and lack of engagement.</p> <p>Dispute over program activities or direction.</p>	High	<ol style="list-style-type: none"> <li>1. Participatory program design including MoET SMT, LEG and EC.</li> <li>2. Embedded specialists.</li> <li>3. Active TWT.</li> <li>4. Alignment of program with VETTS.</li> </ol>	Moderate
<b>Operational and fiduciary</b>			
<p>Difficulty recruiting key personnel or high turnover of personnel.</p> <p>Lack of capacity in program and/or MoET staff.</p> <p>Overreliance on PSU.</p>	High	<ol style="list-style-type: none"> <li>1. Robust recruitment process including technical assessments.</li> <li>2. Competitive remuneration packages.</li> <li>3. Performance-based contracts.</li> <li>4. Professional development opportunities and targeted training.</li> <li>5. Rapid capacity needs assessment and plan.</li> <li>6. Skills transfer from embedded PSU and technical advisers.</li> </ol>	Moderate

Risk	Risk rating	Mitigation strategies	Risk rating after mitigation
Fraud or theft of program materials	High	1. Use and strengthen GoV financial management and procurement processes. 2. Financial management and procurement assessment conducted during effectiveness/start up and regularly afterwards. 3. Regular audits and spot checks. 4. Monthly budget v actual expenditure reports. 5. Rigorous background checks on program staff. 6. Electronic transfer of funds where applicable.	Moderate

### 3.14 Safeguards

MoET and Save the Children will put in place a range of safeguards for children and vulnerable adults. All data will be disaggregated by gender and, where applicable, by disability.

#### *Personnel*

All PSU staff and technical advisers will be vetted prior to recruitment, receive mandatory induction training in child protection and gender, and will sign the Save the Children Code of Conduct. All program staff and MoET officers with access to schools and families (for example, during the evaluation of the draft materials) will abide by Vanuatu Teachers' Code of Conduct (Teaching Service Act 39, of 2013) and the Vanuatu Teaching Service Staff Rule. All personnel involved in the program will receive training in safeguarding and child protection.

Travel risk assessments will be conducted for all program travel and mitigation protocols followed at all times. Particular care will be taken for female staff or education officers travelling to isolated areas. Counselling, debriefing and support will be made available for any personnel involved in safety incidents. If necessary, Personal Protective Equipment will be provided for staff traveling during an outbreak.

Support from SCA includes on-demand technical assistance from Child Protection and Safeguarding and Gender Advisers.

#### *Activities*

Workshops, meetings and visits outside of Port Vila will have a risk assessment prior to implementation using an inclusion and safety checklist to ensure staff and beneficiaries are safe and healthy during travel and the activity. This may include as assessment of the security and weather situation, water and sanitation and consultation with provincial education officers, EC members and the police.

The checklist will include essential elements for inclusion and safety such as reducing the risk of sexual violence, provision of baby sitters, taking account different modes of transport, and ensuring the venue has adequate hygiene and sanitation.

### *Child safeguarding*

Specific safeguarding activities include:

- Complaints' response mechanism overseen by the Country Director;
- Research ethical approval for materials trial;
- Anonymisation of data;
- Consent for photographs and video;
- Consent for data collection and student assessment;
- All program staff terms of reference will include safeguarding and gender responsibilities;
- Enumerators trained in safeguarding;
- Review of all materials and textbooks for gender and disability inclusion;
- Sufficient operational budget for safeguarding activities; and
- Coordination and reporting with EC and LEG members.

### 3.15 Implementation plan

Code	Activity	Description	Total (VUV)	Total (US\$)	Implementer	Location	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21
<b>Outcome 1 ECCE and primary students have rapid access to inclusive home-schooling support in the event of school closures during disasters or emergencies.</b>																		
<b>Output 1.1 MoET has ECCE and primary home-school packages printed and pre-positioned for future school closures.</b>																		
1.1.1	Develop home-schooling packages in core subjects in three languages and accessible formats	Funded by UNICEF		-	MoET	Port Vila												
1.1.2	Adapt packages for different abilities (e.g. Braille, large print, audio)	20 days TA	392,000	7,000	MoET	Port Vila												
1.1.3	Trial packages	Funded by UNICEF		-	MoET	Port Vila												
1.1.4	PSU: Procurement Specialist	90 days	2,822,400	25,200	SCV	Port Vila												
1.1.5	Print packages			-														
	ECE packages	20% of 2019 enrollment	1,921,920	17,160	MoET	Port Vila												
	Primary packages	2 x package (English/French) x 20% of 2019 enrollment	15,409,966	137,589	MoET	Port Vila												
1.1.6	Distribute packages to six provinces	10% of printing	1,733,189	15,475	MoET	National												
	Store in secure locations	Container (small)	450,000	4,018	MoET	National												
1.1.7	Orientation training for headteachers and provincial education officers	Funded by DFAT		-	VESP	National												
1.1.8	Monitoring visits to pre-position sites	1 visit per province x 2 officers x 3 days		-														
		Flight	560,000	5,000	MoET	National												
		Accommodation	336,000	3,000	MoET	National												
		DSA	150,000	1,339	MoET	National												
1.1.9	Upload HLPs to MoE website and inform public by Facebook	Facebook advert	12295	110	MoET	National												
			<b>24,179,770</b>	<b>215,891</b>														
<b>Output 1.2 MoET has home-school broadcast lessons developed, pre-tested and approved for rapid use during future school closures</b>																		
1.2.1	PSU: Education Specialist	National technical adviser	1,568,000	14,000	SCV	Port Vila												
1.2.2	PSU: Education Specialist (international)	International technical adviser	1,750,000	15,625	SCV	Remote												
1.2.3	SCV: Communications specialist	National technical adviser	980,000	8,750	SCV	Port Vila												
1.2.4	SCV: Child protection technical adviser	National technical adviser	980,000	8,750	SCV	Port Vila												
1.2.5	SCV: Health promotion adviser (for COVID19 messaging)	National technical adviser	980,000	8,750	SCV	Port Vila												
1.2.6	Write radio broadcast	40 lessons x 3 HSPs x 1 days per lesson	600,000	5,357	MoET	Port Vila												
1.2.7	Write SMS lessons	40 SMS x 3 HSPs x 0.2 days per lesson	120,000	1,071	MoET	Port Vila												

1.2.8	Translate and record radio broadcasts	40 lessons x 3 HSPs x 0.5 days per lesson	2,352,000	21,000	Radio	Port Vila													
1.2.8	PSU: MEAL Specialist	30 days	940,800	8,400	SCV	Port Vila													
1.2.9	Trial radio, SMS and Guidance (Output 3) in one province		-	-															
	Print	Guidance x 200 families	62,000	554	MoET	Port Vila													
	Distribute	10% of printing	6,200	55	MoET	Province													
	Broadcast radio lessons	20 lessons (one month)	336,000	3,000	MoET	Province													
	Text SMS lessons	4 weeks of lessons	112,000	1,000	MoET	Province													
	Frontline SMS licence	2 months	23,000	205	MoET	Port Vila													
	Train and debrief enumerators	5 enumerators	125,000	1,116	MoET	Port Vila													
	Travel to province (baseline and endline KAP caregiver survey)	Flight	224,000	2,000	MoET	Province													
	One week training, one week baseline, one week endline	Accommodation	1,176,000	10,500	MoET	Province													
		DSA	525,000	4,688	MoET	Province													
1.2.9	Upload radio and SMS HLPs to MoE website and inform public by Facebook	Funded by MoET			MoET	National													
			12,860,000	114,821															
<b>Output 1.3 MoET has home-schooling guidance for parents and caregivers printed and pre-positioned for future school closures.</b>																			
1.3.1	Develop, print and distribute parents' guide to home-schooling.																		
	Design of poster	See TA	-	-	MoET	Port Vila													
	Translate	2 days national TA	78,400	700	MoET	Port Vila													
	Graphic design	3 days national TA	117,600	1,050	MoET	Port Vila													
	Printing	1 per 20% of students; included in HLCs	3,757,262	33,547	MoET	Port Vila													
	Distribution	Included in Output 1	-	-	MoET	Port Vila													
1.3.2	Trial of Guidance	Included in Output 2																	
1.3.3	Monitoring of distribution	Included in Output 1																	
1.3.4	Upload Guidance poster to MoE website and inform public by Facebook	No cost																	
			3,953,262	35,297															
<b>Output 1.4 Primary schools receive replenishment school grants.</b>																			
1.4.1	Produce emergency replenishment grants distribution list of schools	No cost	-	-	MoET	Port Vila													
1.4.2	Transfer grants	Per student	21,552,400	192,432	MoET	National													

1.4.3	Media campaign to inform schools, teachers and parents on the grant amount and purpose	No cost (Facebook and press releases)	-	-	MoET	National													
1.4.4	School grant spot-checks	No cost (included in SIO role)	-	-	MoET	National													
			21,552,400	192,432															
<b>Program management and quality</b>																			
	PSU																		
2.1	PSU: Program Manager	150 days	6,272,000	56,000	SCV	National													
2.2	PSU Finance Specialist	90 days	2,822,400	25,200	SCV	National													
	PSU: Procurement Specialist	See Output 1	-	-															
	PSU: MEAL Specialist	See Output 2		-															
2.3	PSU equipment	Laptops, printer, smartphones, scanner	300,000	2,679	SCV	National													
2.4	PSU & MoET operational costs	Per month	600,000	5,357	MoET	National													
2.5	Provision for MoET staff Higher Duty Allowance	Per month	432,720	3,864	MoET	National													
2.6	Internal audit	One internal audit	80,000	714	MoET	National													
2.7	External audit	One external audit	588,000	5,250	SCV	National													
2.8	Grant Agent Support Costs (QA, risk management and support costs)	Based on fair share value cost allocation methodology	9,879,449	88,209															
			21,454,569	191,559															
			84,000,000	750,000															